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ABSTRACT

This Critical Issues Bibliography (CRIB) Sheet focuses on collaboration between academic and student affairs to enhance student learning. Research reveals that the separation of academic and student affairs has a negative impact on student learning, while collaboration between these sectors of the institution enhances student learning. The resources in this annotated bibliography are divided into these sections: (1) the collaborative paradigm describing the rationale behind partnerships; (2) best practices and programs that work; and (3) bridging specific populations. The bibliography lists 1 Web site and 25 resources, all of which are in the ERIC database. (SLD)

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Critical Issue Bibliography (CRIB) Sheet:

Student and Academic Affairs: Collaborations and Partnerships

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What is an ERIC CRIB Sheet?

A Critical Issue Bibliography (CRIB) sheet is a selected bibliography on a topic of interest in the field of higher education. The majority of the literature cited in the bibliography is found in the ERIC Database, though some CRIB sheets also include other literature, such as selected Internet resources. CRIB sheets are updated annually.

Many of the issues discussed in one bibligraphy relate to another CRIB sheet topic. For example, the CRIB sheet on affirmative action is closely related to the CRIB sheet on creating a multicultural climate on campus. We have tried to note such connections in the bibliographies themselves; we encourage you not to see CRIB sheet topics as discrete and to explore several bibliographies on related topics.

This CRIB sheet was updated in December 2001.

Critical Issue Bibliography (CRIB) Sheet:
Student and Academic Affairs: Collaborations and Partnerships

Many campuses are realizing that collaboration between academic and student affairs is an important technique for enhancing student learning. Research reveals that the separation of academic and student affairs has a negative impact on student learning while collaboration between these groups enhances student learning. One of the Seven Principles of Good Practice in Student Affairs includes the statement that "good practice in student affairs forges educational partnerships." In addition to the realization that collaboration increases student learning, shifting national, societal, and economic priorities have resulted in decreased funding, making collaboration necessary.

The resources below have been divided into the following sections: 1) the collaborative paradigm describing the rationale behind partnerships; 2) best practices and programs that work; and 3) bridging specific populations.

Although the resources listed here cover the familiar territory of academic and student affairs, it is also important for the reader to recognize the value of partnerships more generally—such as those between postsecondary institutions and community agencies (see our community service learning CRIB sheet), between postsecondary institutions and both primary and secondary education (see our K-16 CRIB sheet), and between postsecondary institutions and the business sector, students, and government.

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Web Resources

http://www.aahe.org/assessment/joint.htm
Powerful Partnerships
This Web site represents the results of a task force study performed by AAHE, NASPA, and ACPA on student learning.

The Collaborative Paradigm

EJ523077
Hyman, Randy E. (1995, Fall). Creating campus partnerships for student success. *College and University, 71*, 2, 2-8.

A Ball State University (Indiana) program to strengthen student retention involves a Freshman-Year Experience Committee of 40 professionals representing key units in academic and student affairs who collaborate to respond to the needs of first-year students. The committee has designed policies for freshman dismissal and midterm evaluation that are intended to support student achievement and persistence.

ED372702
Davis, Todd M., & Murrell, Patricia Hillman. (1994). *Turning teaching into learning. The role of student responsibility in the collegiate experience*. ERIC Digest.
This is a digest of a monograph that explores recent theory and research on the importance of college students' effort and involvement in promoting positive college outcomes.

ED394444
Kuh, George D., & Others. (1994). *Student learning outside the classroom: Transcending artificial boundaries*. [ASHE-ERIC Higher Education Report No. 8].
This review of literature considers three issues: how out-of-class experiences of undergraduates contribute to the goals of higher education and valued outcomes; the institutional conditions that encourage students to use out-of-class time in educationally purposeful ways; and the role of all members of the campus community to foster such learning.

EJ475477
McKee, C. William. (1993, Fall). Understanding the chief academic officer: Beginning point in the development of a partnership between academic and student affairs. *College Student Affairs Journal, 13*, 1, 13-16.
Notes that, in developing partnership between academic and student affairs, understanding is necessary of the contribution each professional area makes to successful operation of institution of higher education. Provides student affairs practitioners with information concerning historical development, official duties, management role, preparation tracks, and challenges of chief academic officer.

ED356720
Knefelkamp, L. Lee, & Others. (1992). *Is this good for our students?* Two Papers from the 1991 CIC Deans Institute.
This publication contains both a keynote address that called for a new commitment to holistic student education through reintegration of academic and student affairs and a summary of conference participants' responses to the address.

EJ402086
Reger, Michael P., & Hyman, Randy E. (1989). Academic and student affairs: Perceptions on partnerships. *NASPA Journal, 26*, 1, 64-70.
Surveyed chief student affairs officers to determine if they perceived themselves more as administrators or educators and if they had opportunities to develop effective partnerships with faculty. Found effective partnerships did exist. Found less agreement on whether student affairs staff are administrators, educators, or both.

ED310664
Upcraft, M. Lee, & Gardner, John N. (1989). *The freshman year experience. Helping students survive and succeed in college.*
Guidelines to enhancing the freshman year experience.

ED316111
Turnbull, Sharon K. (1989). *Services for adult and commuting students.*
Recognizing the need to extend a variety of academic and student support services to its adult and commuting students, East Tennessee State University initiated a center for adult programs and services.

Best Practices and Programs That Work

EJ593392
Cufaude, J. B. (1999). If learning mattered most, how would our work with student leaders and organizations be different? Student development series. *Campus Activities Programming, 32,* 3, 86-90.
This article applies principles of the student learning movement to activities of the campus activities professional. Current activities that either enhance or impede student learning are identified. Recommended strategies address advising individuals and organizations, program design and development, and information design and delivery.

EJ584065
Brady, Susan M. (1999, Winter). Students at the center of education: A collaborative effort. *Liberal Education, 85,* 1, 14-16, 18-21.
One of the best ways to make student learning come alive on college campuses is to improve collaboration between students and the academic affairs staff. The general education program, where philosophy and curriculum align most closely with the student affairs concern for the whole student, is an appropriate place to start.

EJ535992
Geraghty, Mary. (1996, November 29). A new kind of student union aims to meet academic and social needs. *Chronicle of Higher Education, 43,* 14, A39-A40.
The new student union at George Mason University (Virginia) integrates traditional functions (food services, meeting rooms, offices, study areas, bookstore) with recreational activities (movie theater, dance studios) and academic uses (library, department offices, classrooms). Administrators hope the facility will bring faculty, staff, and students together and build a sense of campus community.

ED358363
Cunanan, Esmeralda S., & Maddy-Bernstein, Carolyn. (1993, May). Working together for sex equity: Nontraditional programs that make a difference. *TASPP Brief, 5,* 1.
This issue, the second of a two-part series on gender equity, presents strategies that nontraditional programs around the country have found to be helpful in combating the problems of educational and occupational segregation by sex.

EJ475481
Higbee, Jeanne L., & Dwinell, Patricia L. (1993, Fall). A new role for counseling professionals in academic affairs. *College Student Affairs Journal, 13*, 1, 37-43.
Presents model for employing counselors as undergraduate faculty members in academic affairs. Notes that student development professionals with advanced degrees in counseling have specific training in theory and strategies to prepare them to address affective barriers to academic achievement. Contends that counseling professionals can make significant contribution to undergraduate instruction as well.

EJ402082
Eickmann, Paul E. (1989). A systematic approach to fostering an academic and student affairs interface. *NASPA Journal, 26*, 1, 40-44.
Describes successful restructuring effort launched at Syracuse University to extend and expand the institutional working relationship between the office of academic affairs and office of student affairs.

EJ404784
Clarke, John H., & Mansfield, Barry K. (1988, Winter). Developing a matrix organization to unify learning support services. *NASPA Journal, 26*, 2, 118-23.
Describes use of matrix management to organize learning support services on a college campus. Claims matrix management, which links support services from academic and student affairs, increases access, improves accountability, and encourages new programs.

EJ404782
Dod, Glenna A., & Earwood-Smith, Glenda. (1988, Winter) Marketing a wellness program: A case study in bridging the gap between academic and student affairs. *NASPA Journal, 26*, 2, 105-09.
Reports on a collaborative effort between a student services division and a classroom instructor aimed at increasing student involvement in marketing a wellness program for college students. Claims program was successful in improving attendance at the wellness program and changing attitudes towards this type of programming.

Bridging Specific Populations

ED372903
Flores, Judith LeBlanc. (1994). *Facilitating postsecondary outcomes for Mexican Americans*. ERIC Digest.
This digest addresses factors that may influence college completion and academic success for Hispanic students, particularly Mexican-American students, enrolled in community college and four-year institutions. Recent research suggests that institutional practices in high schools have much to do with the low postsecondary participation rates of minority group students.

EJ475483
Williams, Jennifer, & Wilson, Van C. (1993, Fall). Project C.A.R.E.: A university's commitment to African-American student retention. *College Student Affairs Journal, 13*,

1, 48-57.
Addresses a southeastern, mid-sized university's attempt to increase cultural diversity and student retention through collaborative efforts between the divisions of Academic and Student Affairs. Describes model retention program for African-American students and presents an analysis of academic performance of program participants.

ED347483
Benshoff, James M., & Lewis, Henry A. (1992). *Nontraditional college students*. ERIC Digest.
Nontraditional college students are causing institutions of higher learning to re-think the focus of academic and student affairs programs. Nontraditional students have needs that differ from traditional-age students. The willingness of institutions to modify existing programs and develop new services geared to adult populations will have a positive impact on their ability to attract, serve, and satisfy the educational needs of adult students.

ED365360
Jacobs, Elaine, & Glater, Selina. (1992). *College services for students with psychological disabilities: A journey in learning and community collaboration.*
A project was initiated by the Disabled Student Programs and Services (DSPS) division of California's Santa Barbara City College (SBCC) to provide training and information regarding psychological disabilities to the college community, review existing courses, and provide services to psychologically disabled students. The project was funded by a grant from the California Community Colleges covering the period from February 1991 through June 1992.

ED332231
Gilson, Joan Tedrow. (1990). *Values education in college and universities: An overview of collaborative projects between student affairs and academic affairs.*
This paper provides an overview of current student development programs that include values education and that represent collaborative work between student affairs and academic affairs divisions. It examines a variety of programs, including freshman seminars designed to promote retention, interdisciplinary courses and seminars at all levels, and total systems of design that have significantly transformed the culture of their institutions in the process of meeting the needs of students.

ED319282
Tellefsen, Thomas E. (1990). *Improving college management. An integrated systems approach.*
The premise of this book is that successful management depends primarily on the fundamental structures and procedures that a college or university has in place. It is noted that flaws in these structures and procedures will doom efforts to achieve institutional goals.

EJ403525
O'brien, Charles R. (1989, Summer). Student affairs and academic affairs: Partners in

higher education. *NASPA Journal, 26*, 4, 284-87.
Contends emphasis has to be on teamwork in promotion of more cooperative attitudes between student affairs and academic affairs professionals. Notes communication is key to building respect for each other's function. Recommends joint efforts can help antagonisms diminish and enrich cooperation.

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